

# Inspection of Busy Bees Day Nursery at Shrewsbury

Sitka Drive, Shrewsbury SY2 6LG

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Inspection date: 15 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this outstanding nursery. Babies and children, including those with special educational needs and/or disabilities (SEND), make exceptional progress. They gain an excellent range of knowledge and skills that prepare them extremely well for their future learning and life. Children are articulate communicators. Older babies relish the challenge of saying words with more complex sounds, such as 'excavator', 'thermometer' and 'stethoscope'. Older children make predictions and ask thoughtful questions, such as, 'Does the black widow spider live in Australia?'

All children have an exceptionally strong desire to gain more knowledge and to extend their skills. Older children show high levels of concentration when they choose to take part in stretching and balancing exercises. They listen attentively to staff and carefully follow instructions. Babies develop excellent problem solving and reasoning skills. They move objects around to find the holes to thread these onto a stick. They know when they have filled a stick and move onto the next one.

Children have extremely high levels of self-control and learn to successfully manage their feelings and behaviour. Staff sensitively help babies to learn that they cannot take objects from other children. Staff expertly help toddlers to understand about the feelings of others.

## **What does the early years setting do well and what does it need to do better?**

- The knowledgeable and strong leadership team provides outstanding guidance and support to staff. It has excellent systems in place to drive improvements and ensure the highest quality of provision for children and their parents. Staff benefit from an extensive range of professional development opportunities to further develop their excellent knowledge and skills. For example, recent training helped them to enhance their education programmes related to storytelling. Staff understand that sequencing events in stories and retelling them can help to give children a secure foundation to be confident writers when they are at school. Leaders provide excellent support for less-experienced staff to ensure high-quality teaching across the nursery.
- Leaders have an insightful knowledge about the learning needs of the children who attend the nursery. This helps them to create inspirational education programmes that excite children and inspire them to learn. They ensure that children with SEND swiftly receive the support that they need. This includes closely working with other professionals and parents to provide children with specialised, targeted support. They provide children with excellent early intervention to help them to meet their development milestones. For example, they made changes to the layout of rooms for two- and three-year-old children,

to further support their listening and communication skills.

- Staff have a deep understanding of child development and how to use their observations of children's achievements to determine what they need to know next. They use their expert skills and knowledge to ensure that each child is helped to reach their full potential. Staff precisely identify how to help children to meet their learning goals. For example, staff carefully sequence the knowledge and skills that babies need to become confident walkers. They expertly support babies to gain the confidence and physical strength to balance and stand without support. When babies stand holding a table for support, they copy staff and clap their hands. They join in action songs and balance on one leg as they wiggle their other foot.
- Partnership working with parents is exceptionally effective. Leaders prioritise parents' involvement in children's learning. This starts before children's first day. For example, parents and babies attend a monthly baby group before attending the nursery. Staff use this time to get to know families. Parents highly recommend the nursery. They say how impressed they are about their child's knowledge of different cultures and how they are extremely well-prepared for school. Parents appreciate the opportunity to meet their child's new key person when children change rooms. This helps to provide them and their children with a seamless transition. Staff keep parents very well-informed of their child's progress and offer valuable guidance to support continued learning at home.
- Children have excellent social skills and play together harmoniously. Toddlers independently access the water dispenser and pour drinks for themselves and their friends. Staff help children to become independent thinkers and to make their own choices. For example, toddlers choose which clothes they will wear when they need to change into clean clothes and quickly dress themselves.
- Staff provide extensive opportunities for children to learn about cultures different to their own. Staff recognise when a garment a child is wearing represents a significant event from their culture and help other children to understand what this represents. Younger children learn about similarities and differences. They explain the difference between a crocodile and an alligator.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training to ensure they fully understand the signs that a child is at risk of harm and how to report this. Leaders and staff have an excellent knowledge of safeguarding matters, including those relating to the local area. Staff understand the whistle-blowing policy and how to report concerns about the conduct of a colleague. Leaders complete rigorous recruitment checks to ensure that staff are suitable to work with children and remain so. Leaders and staff complete meticulous risk assessment to ensure that children can play safely. This includes thorough cleaning routines to help prevent the spread of germs. Children learn how to identify and minimise risk. They work together to pick up chairs that are overturned, to help prevent injury.

## Setting details

<b>Unique reference number</b>	EY486999
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10236625
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	119
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01743 368998
<b>Date of previous inspection</b>	19 August 2016

## Information about this early years setting

Busy Bees Day Nursery at Shrewsbury registered in 2015. The nursery employs 34 members of childcare staff. Of these, 31 hold appropriate early years qualifications between levels 2 and 6, including two with early years professional status and four with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Anne Dyoss  
Victoria Laird

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspectors completed a learning walk together. The inspectors observed teaching practices and considered the impact these have on children's learning.
- The inspectors held discussions with managers, staff, children and parents.
- The inspectors completed joint observations with the managers.
- The inspector sampled some of the setting's documentation, including recruitment checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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